

Planning booklet to assist students with tertiary education exploration and planning.



About this booklet

Successfully entering post-secondary education takes planning, preparation and careful consideration, for all students, and is crucially important for students with disability.

This booklet, and the supporting information on the ADCET website can assist students with disability to make informed decisions about their study and career goals, make practical preparations and smooth the transition to post-secondary education.

This booklet has six (6) worksheets to help explore, clarify and seek further information about tertiary study. You can find this booklet at www.adcet.edu.au/students-with-disability/worksheets

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Identifying employment goals and related courses

This worksheet will help you to identify your employment goals and the tertiary courses that relate to those goals. It works in conjunction with Worksheet: Finding a course that's right for you.

Step One: Career or employment goals

Think about the areas of work and the environment that you would like to work in and list these career/employment goals below. For example, working with computers in an office environment, exhibiting artwork in a major exhibition, writing articles for a magazine or newspaper, or working with plants in a laboratory.

Goal 1:

Goal 2:

Goal 3:

Step Two: Study fields

Brainstorm the fields of study that would enable you to achieve these goals and list them below. For example, IT studies, business administration, database design, visual arts, sculpture, painting or drawing, design, creative writing, journalism, or horticulture.

Goal 1 study field:

Goal 2 study field:

Goal 3 study field:

Step Three: Matching courses to goals

Look at the course website or course books published by tertiary providers. Decide which courses in the study fields match your goals and then list them below.

Course 1: _____

Course 2: _____

Course 3: _____

Step Four: Possible employment avenues

Look at the courses you have listed above. Identify possible employment avenues that these courses may create and list them below.

Course 1 Employment: _____

Course 2 Employment: _____

Course 3 Employment: _____

Step Five: Matching career/employment goals to possible employment

Do these employment possibilities match your career/employment goals that you listed at step one?

YES NO

Step Six: Identifying prior knowledge

Identify and list any areas where you have prior knowledge and/or skills that you could obtain credit for from the tertiary institution running the course. For example, previous vocational or work experience, experience in the community through volunteer work, bridging courses or workshops.

Finding a course that is right for you

This worksheet may assist you to make suitable course choices. It works in conjunction with [Worksheet: Identifying employment goals and related courses](#).

Step 1

Look at the courses short-listed in *Worksheet: Identifying employment goals and related courses* that match your career and employment goals. Contact the course coordinator for each course and ask the following questions.

Question 1 What are the entry requirements for the course? For example, portfolios of work, audition, tests, personal competencies statement, special entry requirements or work experience.

Question 2 Is credit given for prior knowledge, work experience and/or skills for certain subjects that make up the course?

Question 3 How do I apply for the course? When is the closing date for applications?

Question 4 Does the course have requirements or components for which supports/accommodations would need to be discussed? For example, industry placements, field trips, manual handling and heavy lifting, the use of power tools, or hazardous chemicals.

Question 5 Can the course be undertaken full time, part-time, three-quarter time, online, externally or by a combination of these study modes?

Question 6 Do I need to complete other subjects or a bridging program to prepare for this course?

Question 7 After graduating does the law require professional registration to work or practice in the area? If yes, what must I do to become registered?

Step 2

Once you have identified the courses you will apply for, contact the disability advisor at the education provider. They will advise you on the different services that you require based on the content of the course and your disability. For example, note takers, accessible venues, adjustable work benches or adaptive technology. Refer to [Worksheet: Questions to ask the Disability Advisor](#).

Step 3

After speaking to the course coordinator ask yourself the following questions:

Question 1 What is the best entry pathway for me if the course has multiple entry pathways? For example, a portfolio of work, audition, work experience or test.

Question 2 Does the course offer the study mode that best suits me?

Question 3 What supports/adjustments would I require to undertake this course?

Question 4 Are these supports/adjustments reasonable adjustments?

Understanding Study Requirements

This worksheet will help you to understand your study requirements. It will also help you to understand how comfortable you are about disclosing your disability to other people.

In addition, the worksheet will help you to think about the impact that your disability may have on your studies and to identify services that you may want to access.

Question 1 Does your disability have a name?

- Yes
- No

Question 2 Is your disability:

- not noticeable
- noticeable
- recurring (keeps coming back)
- temporary
- permanent
- going to get worse
- terminal
- periodic/episodic

Question 3 Identify how your disability will affect your ability to study. For example, you become tired easily and are unable to sit for long periods; or you will require adaptive technology such as screen readers.

Question 4 Identify whether or not your disability will impact on the course you have chosen to study with regard to the following:

- accessing campus
- accessing print material
- communicating
- field trips
- laboratory work
- practicums
- using the library
- sitting for exams
- taking lecture/tutorial notes
- writing essays
- managing your workload
- using machinery or working with chemicals
- other .

Question 5 How will the medicine prescribed for your disability affect your ability to study? For example, does it make you drowsy, bruise easily or become tired?

Question 6 The Disability Discrimination Act refers to *reasonable adjustments* that may be made by institutions to assist students with a disability.

Think about what adjustments you may need to help you with your study. For example, note takers, better accessible lecture theatres, adjustable benches, extra time for assignments and exams, part time study, assistive technology, screen readers or alternative exam venues. List these below.

Based on your requirements, the Disability Practitioner at your post-secondary education provider will draw up an access plan for you.

This plan sets out the study requirements that you will need and authorises their implementation.

More information on access plans <http://www.adcet.edu.au/students-with-disability/current-students/health-practitioner-reports-access-plans/>

Question 7

Mark the disclosure line below to identify how comfortable you are about revealing your disability or study requirement(s).

Ranking system: **1** being *I don't care who knows about my disability. I am comfortable talking about it.*
5 being *No way I'd want anyone to know about my disability. I'm not at all comfortable talking about it.*

1 _____ 2 _____ 3 _____ 4 _____ 5

Question 8

Think about the mark you made on the disclosure line above. When is this likely to be an issue?

- early on before I start my course
- when I think of it
- before my first assignment is due
- when things go wrong
- before my final exams
- not at all

Question 9

What experience have you had at disclosing your disability or study requirement(s)?

- I have never told anyone
- I feel uncomfortable telling anyone
- I am never sure what/how much to tell
- it has been unpleasant when I have told people
- I don't think people believe me when I tell them
- people might assume certain things about me if I disclose
- I have had different experiences from those above

Question 10

What effect do you expect telling staff at your post-secondary education provider about your disability or study requirement(s) will have?

- it should make things easier for me
- it will probably mean that I will fail
- I will get the support I need
- other students won't include me
- lecturers will complain
- people will be more helpful if they know

Discussing disclosure

There are many places that you can go for assistance if you want to talk to someone about disclosing your disability or study requirement(s). For instance:

- Disability Practitioner
- counsellors
- lecturers or tutors

Choosing your path. Disclosure: It's a personal decision is a great resource

<http://pubsites.uws.edu.au/ndco/disclosure/index.htm>

Financial Planning

This worksheet will help you to plan your finances while undertaking post-secondary education.

Identify your sources of income and your potential expenditure and enter the amounts of those estimated figures in the table below.

The total amount will give you an approximate figure that will help you to plan ahead.

Income source	Amount (\$)
Income support and allowance	_____
Disability support pensions	_____
Education supplement	_____
Part time or full-time work	_____
Scholarships and grants	_____
Travel assistance or concessions	_____
Mobility allowance	_____
Other	_____
TOTAL Estimated annual income	\$ _____

Expenses	Amount (\$)
Course fees	_____
Textbooks and course materials	_____
Photocopying and stationery	_____
Computer equipment and internet connection	_____
Attendant care	_____
Rent, mortgage payments or board	_____
Food	_____
Travel and fuel	_____
Utilities (e.g., telephone, electricity, gas, water)	_____
Medical (e.g., health insurance, medication, etc)	_____
Other	_____
TOTAL Estimated annual income	\$ _____

*This may include income from share dividends or investments such as rental income.

*These are specific costs to you such as clothing, gym membership and entertainment.

Questions to ask the Disability Practitioner

This worksheet will help you to identify some questions that you might like to ask the Disability Practitioner at your post-secondary education provider. It works in conjunction with *Worksheet Key questions*. Record your answers in the spaces provided below.

Question 1 Is there any charge for services or supports/adjustments provided?
Question 2 What evidence do you require of my disability?
Question 3 Can I get assistance during enrolment and orientation?
Question 4 To which staff members should I introduce myself?
Question 5 Can I talk to other students with a similar disability?
Question 6 Are there scholarships for students with a disability?
Question 7 What equipment am I likely to need?
Question 8 Who is to provide this equipment?
Question 9 Which buildings on campus have accessible facilities?
Question 10 What help can I get with exams and assessments?
Question 11 Do you know where I can find out about other learning techniques?

Bringing it all together

To help you decide which is the most appropriate course and tertiary institution for you, write down and compare the information that you have collected from *Worksheet: Identifying employment goals related courses* and [Worksheet: Finding a course that's right for you](#) on the worksheet below

Question 1 What are my employment goals?
Question 2 Which course meets these goals?
Question 3 Which tertiary institution runs this course?
Question 4 How will this course help me to achieve my goals?
Question 5 What are the entry requirements?
Question 6 How do I apply for this course?
Question 7 When is the closing date for applications?
Question 8 What are the course components?
Question 9 What are the prerequisites?
Question 10 In what study mode(s) is the course offered?

Question 11 Are there registration requirements after graduation?
Question 12 Do I have prior knowledge, skills or experience for which credit may be obtained?
Question 13 The contact for this course is:
Telephone: Email:
Question 14 The Disability Advisor for this institution is:
Telephone: Email:
Question 15 What adjustments can be made to help me with my study?
Question 16 Will I have to change where I live if I attend this tertiary institution?
<input type="checkbox"/> YES <input type="checkbox"/> NO
Question 17 How will I travel to this tertiary institution?
Question 18 What are the likely travel costs?
Question 19 Am I eligible for travel assistance?
Question 20 Is there any financial assistance (e.g., scholarships, grants, government payments available)?